

APPENDIX B

ALTERNATIVE SEQUENCES OF SOCIAL STUDIES COURSES

In this appendix we present seven patterns of K-12 social studies course sequences which were designed by various Missouri school districts and national organizations. These are just a few of the many possibilities. School districts may find it helpful to examine each of these patterns to determine if they find any features in them that they would like to include in their own sequences of courses.

THE OPTIONS

As in other fields of study, there is for social studies no national consensus on scope and sequence. Patterns vary among publishers, states, and school districts.

The patterns we list fall into two categories: those developed by local Missouri school districts and those developed by national organizations. First, we present the various patterns in chart form (see next page), following which we describe each pattern in more detail. Districts may choose to use any of the patterns, to combine features of two or more patterns, or to design their own patterns using other sources, such as the patterns of other school districts, other states, or other national organizations. (For up-to-date information about such additional patterns, contact the Missouri Department of Elementary and Secondary Education's Social Studies Curriculum Consultant.)

We chose not to recommend a single pattern for Missouri because we believe that Missouri districts should select and design patterns that have special strength for their unique settings.

THE MISSOURI PATTERNS

Although national organizations and states have developed a number of excellent patterns of social studies course sequences, quite a few Missouri school districts have **created** their own patterns. Special thanks are due to the following school districts who have shared **their** patterns with us: Clayton, Clinton, Columbia, Ferguson-Florissant, Parkway, Springfield, and St. Louis. The patterns we present below come from several of those districts. Keep in mind that other patterns are used in Missouri schools. Some districts, for example, require a geography course at the high school level. We chose not to identify the patterns by district because the districts will certainly change their patterns in the future, and the patterns we list for them will soon become dated.

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Alternative Patterns of Social Studies Course Sequences

Missouri Patterns						National Patterns	
Grade	(1)	(2)	(3)	(4)	(5)	(1) NCSS Task Force on Scope and Sequence	(2) National Commission on the Social Studies
K	Celebrations and Holidays	Self and Family	Learning to Live and Work Together	Self/Family/Peoples	Self/Home/School	Awareness of Self in a Social Setting	<ul style="list-style-type: none"> • Studies of immediate and distant environments • Studies of the family • Studies of the communities near and far, past and present • Studies of holidays • Studies of heroes and heroines, etc.
1	Cultures of the Desert	Family and Community	A Child's Place in the World	Self and Others	Families and Neighborhood	Understanding School and Family Life	
2	Cultures of the Forest	Expanding the Community	Cultures, Traditions and Family	People and Neighborhoods	People and Neighborhoods	Meeting Basic Needs in Nearby Social Groups in the Neighborhood	
3	Cultures of the Grasslands	Functions of Communities	Local History	Communities	Communities	Sharing Earth Space with Others: The Community	
4	Cultures of the River Systems	Missouri History and U.S. Natural Regions	American History (Exploration to New Nation)	U.S. Regions/Missouri History	World Regions/Missouri History	Human Life in Varied Environments: The Region	• U.S. History
5	American History (to 1812)	American History and Citizenship	American History (New Nation to Present)	United States and Its Neighbors	United States Geography and History	Peoples of the Americas: U.S. and Neighbors	• World History
6	American History (1812-1914)	Geography of the Eastern Hemisphere	Western Hemisphere	Regions of the World	World Geography and Cultures	Peoples and Cultures: Representative World Regions	• Geography
7	American History (1914 - Present)	Geography of the Western Hemisphere	Eastern Hemisphere	Early Civilizations	U.S. History (Discovery to 1999)	A Changing World of Many Nations: A Global View	• Study of the Local Community
8	World Civilization (to 1400)	American History (Colonial Period to 29th Century)	U.S. History (through Reconstruction)	U.S. History (to the 1869's)	U.S. History (1986 to Present)	Building a Strong and Free Nation: U.S. History	• study of the U.S. political and economic development
9	World and American History (1400 - 1815)	American History (29th Century)	U.S. History (Reconstruction to Present)	U.S. History (1869's to Present)	Government/Civics/Economics	Systems that Make a Democratic Society Work: Law, Justice, and Economics	World and American History (to 1750)
10	World and American History (1815 - Present)	World History	World History	Western Civilization and Non-Western Area Studies	World History	The Origins of Major Cultures: World History	World and American History (1756 - 1900)
11	American Government (1 semester)	Liberty and Law (1/2 unit) Electives	The American Citizen (2 semesters)	American Government (1 semester)	American History	The Maturing of America: U.S. History	World and American History (1900 - Present)
12	Electives (1 semester required)	Electives	Electives	Electives	Electives	Electives	Electives

Missouri Pattern 1

This pattern, which may be unique in the United States, is organized around course topics that are printed below in bold type, with the units to be taught listed below each course topic. Following kindergarten, focused on the theme of celebration and holidays, this pattern then addresses three sets of topics: (a) cultural variations in regions having similar features of physical geography (grades 1-4); (b) United States history (grades 5-7); and world history with American history incorporated wherever appropriate (grades 8-10). The required K-10 program is followed by a required government course and electives.

Kindergarten — Celebration: Living Together in Families and Communities

1. United States: Harvest Festivals — Thanksgiving and Kwanzaa
2. China: Chinese New Year
3. Mexico: **Cinco** de Mayo

First Grade — Challenge: Cultures of the Desert

1. Introduction to Deserts
2. United States: Navajos then and now
3. Australia: Aborigines of the Outback
4. India: People of the Thar Desert

Second Grade — Interdependence: Cultures of the Forest

1. Introduction to Forests
2. United States: Totem tribes of the Pacific Northwest
3. Brazil: Amazonian tribes of the Rain Forest
4. Germany: Tales from the Black Forest
5. Japan: Past and Present

Third Grade — Conflict and Cooperation: Cultures of the Grasslands

1. Introduction to Grasslands
2. United States: Life on the Great Plains
3. Argentina: Life on the Pampas
4. Kenya: Life on the Savannah

Fourth Grade — Civilization: Cultures of River Systems

1. Introduction to Rivers
2. Ancient Egypt and the Nile River
3. China and the Yangtze River
4. England and the Thames River
5. St. Louis and the Mississippi River

Fifth Grade — American History to 1812

1. Three Worlds Meet
2. Establishing Colonies
3. From Colonies to Country
4. The New Nation

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Sixth Grade — American History From 1812 to 1914

1. Expansion
2. Pre-Civil War
3. Civil War and Reconstruction
4. Vanishing Frontier
5. Rise of Industry
6. Immigration

Seventh Grade — American History From 1914 to the Present

1. The Nation Transformed
2. World Power
3. Boom or Bust
4. World Leadership
5. Times of Turmoil
6. Toward a New Century

Eighth Grade — World Civilizations to 1400

1. Understanding History
2. Ancient River Civilizations
3. Rise of Classical Civilizations
4. Asian Civilizations
5. Forces of Change
6. Europe in the Middle Ages
7. Early African Civilizations

Ninth Grade — World and American History: 1400-1815

1. Kingdoms and Empires
2. Exploration and the Clash of Cultures
3. Comparative Government: Kings, Constitutions, and Colonies
4. Comparative Social Structures: Early Modern World
5. Atlantic and Indian Ocean Communities
6. Global Conflict and Conquest
7. Transformation and Tradition: The World of the 18th Century
8. Revolution and the New Political Order

Tenth Grade -World and American History: 1815 to the Present

1. Responses to Democratic Revolutions
2. Industrial Revolution
3. Nationalism
4. Imperialism and the World
5. Modernism
6. World War One and the Russian Revolution
7. Totalitarianism and the Crisis of Democracy
8. The Contemporary World

Eleventh and Twelfth Grades — Required Course in American government and Electives*** Required one-semester course: American Government***** Electives, where one semester of student choice is a minimum requirement:**

- **Social Sciences Electives:** Behavioral Psychology; Economics; International Politics, 1945-Present; Political Philosophy; Psychology II
- **Area Studies Electives:** AP American History; AP European History; East Asian Studies; Latin American Studies; Current Issues in American Society; African Studies
- **Integrated Studies Electives:** Classical Civilization; American Studies; the Civil War and Frontier in American History

Missouri Pattern 2

This scope and sequence is organized around 4 strands: history, economics, government, and geography. In addition, current events, multicultural perspectives, and citizenship are woven into all courses, as appropriate. The sequence of courses is as follows:

Kindergarten — Self and Family

- **History** strand: Historical holidays; change over time
- **Economics** strand: Needs and choices
- **Government** strand: Rules and laws; cooperation in work and play
- **Geography** strand: Introduction to globe and maps

Grade 1 — Family and Community

- **History** strand: Comparing present and past; events; symbols related to U.S. history
- **Economics** strand: Needs; goods and services; resources; opportunity cost; occupational opportunities
- **Government** strand: Rules, laws, and voting; responsible choices; citizenship
- **Geography** strand: Globe and map skills (location, directions, and land forms); comparing families of different cultural settings

Grade 2 — Expanding the Community

- **History** strand: Comparing present and past; historical events and developments in U.S.; American leaders
- **Economics** strand: Natural, human, and capital resources; income; kinds of money; human needs
- **Government** strand: Democratic decision making; major officials of local, state and national levels; responsible behavior, cooperation and compromise
- **Geography** strand: Globe and map skills (land forms, natural features, location terms)

Grade 3 — Functions of Communities

- **History** strand: **Comparing present** and past; community history
- **Economics** strand: Basic principles; meeting human needs; community services
- **Government** strand: Three levels of government; purposes of rules
- **Geography** strand: “Five Themes of Geography” related to places studied

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Grade 4 — Missouri History & U.S Natural Regions

- History strand: Missouri history from its beginnings to the present
- Economics strand: Basic principles, including three types of resources used in production; the economy of Missouri and U.S. regions
- Government strand: Laws, activities, and officials of local, state and national levels of government; making enforcing and interpreting rules; rights and responsibilities; democratic decision making
- Geography strand: “Five Themes of Geography” related to Missouri, the United States, and natural regions of the world

Grade 5 — U.S. History and Citizenship

- History strand: Survey of U.S. history to the present; perceptions and judgments of historical events
- Economics strand: Basic principles including trade-offs; economic terms used to describe production; demand for goods and services
- Government strand: Democratic principles in the Declaration of Independence and U.S. Constitution; rights of U.S. citizenship
- Geography strand: “Five Themes of Geography” related to U.S., world, and specific places in history

Grade 6 — Geography of Eastern Hemisphere

- History strand: Ancient civilizations; national histories
- Economics strand: Consumer economics; development and distribution of resources and wealth in selected regions
- Government strand: Definition and development of political systems
- Geography strand: Physical and political features of Asia, Africa, and Oceania; human **geography**

Grade 7 — Geography of Western Hemisphere

- History strand: Development of nations; early exploration and settlement of the **Americas**
- Economics strand: Distribution and development of resources and wealth in the Western Hemisphere
- Government strand: Definition and development of political systems
- Geography strand: Physical and political features; human geography

Grade 8 — American History (Colonial Period to 20th Century)

- History strand: Major historical events from colonial period to 1900; integration of local and regional history into U.S. history
- Economics strand: Development of the U.S. economic system
- Government strand: Development of the U.S. political system
- Geography strand: Physical and political geography of the U.S.; multicultural developments

Grade 9 — American History (20th Century)

- History strand: Historical survey with integration of local history into U.S. history
- Economics strand: Economic decision making; economic institutions
- Government strand: Constitutional rights and responsibilities; political process
- Geography strand: Geographic analysis and problem solving using the “Five Themes of Geography”

Grade 10 — World History

- History strand: Historical survey (ancient civilizations to the present); **emphasizing** eastern and western cultures and modern times
- Economics strand: Types of economies; application of economic principles to events and developments of various times and places
- Government strand: Comparative government; contribution of American political principles to other political systems
- Geography strand: Role of geography in historical settings and events

Grade 11 or 12 — Liberty & Law (1/2 unit)

- **History strand:** Focus on events of late 1700s to present
- Economics strand: Effects of political processes on the economy
- Government strand: Principles and processes of national, state, and local levels of government
- Geography strand: Interactions between geographic conditions and political processes

Electives

One-half unit electives are offered in social sciences (psychology, sociology, economics), and in practical economics, Asian studies, American Themes, and the American Frontier. In addition, one unit and one-half unit Advanced Placement courses are offered in European history, U.S. history., U.S. Government and Politics/Comparative Government, and Psychology.

Missouri Pattern 3**Kindergarten — Learning to Live and Work Together**

Attention is given to the importance of sharing, coping skills, rules and conflict resolution, working together, and understanding the consequences of behavior. Students are exposed to how people lived in times past, to maps, to basic economic concepts like needs and wants, to patriotic holidays, and to current and past Presidents.

Grade 1 — A Child’s Place in The World

Attention is given to developing decision-making and problem-solving skills. Students study significant Americans, important holidays and customs. The development of economic, civic, and geographic skills and understandings continues.

Grade 2 — Cultures, Traditions, and Family

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Students study the heritage, customs, and traditions of different cultures. The attributes of good citizenship are also addressed (e.g., importance of rules, the meaning of patriotism). Skill building and concept development continue in economics, geography, and government/citizenship.

Grade 3 — Local History: Our Past and Our Future

Students study prehistoric people, pre-Columbian civilization, Native American life and civilization in different regions (woodland, plains, southwest, southeast, northwest, and Arctic), pioneer settlement, and modern local history. During those studies understandings and skills in geography, economics, and government/citizenship receive continued attention, as new concepts are studied and concepts studied in previous years are applied to new content.

Grade 4 — American History: Exploration to New Nation

Students study United States history through the era of colonization and the American Revolution. Where appropriate, Missouri's history is incorporated in the U.S. history studies, and, as in other grade levels, understandings and skills development continue in the areas of geography, economics, and government/citizenship.

Grade 5 — American History: New Nation to the Present

Study of United States history continues, beginning at the end of the American Revolution and continuing to the present with skill development continuing in geography, economics, and government/citizenship.

Grade 6 -Western Hemisphere

Students study the history and geography of the Western Hemisphere from ancient times to the present with attention given to Native American cultures and civilizations, the American independence movements, and developments and current issues in North and South America, Canada, and Mexico.

Grade 7 — Eastern Hemisphere

Students explore the history and geography of Europe, Asia, and Africa from ancient times to the present with attention given to the civilizations of Mesopotamia, Egypt, the Hebrews, Greece, and Rome, and the classical civilizations of India and China. Study includes world religions and non-Western civilizations (e.g., Africa, China, India, and Japan).

Grade 8 — United States History through Reconstruction

Students study United States history and geography from European exploration through the Reconstruction period (1877). Topics covered include the colonial period, the American Revolution, the U.S. Constitution, nationalism and sectionalism, Manifest Destiny, Native Americans, and the Civil War and Reconstruction. Attention is given to Missouri history where appropriate.

Grade 9 — United States History: Reconstruction to the Present

Study begins with the end of Reconstruction. Topics explored include the industrialization of the United States, the Progressive Era, the emergence of the United States as a world power, and the history of the United States in the 20th century. Study of the Missouri Constitution is incorporated in the course.

Grade 10 -World History

This survey course of world history emphasizes Western Civilization with some study of Latin American and non-Western history included.

Grades 11-12 (two semesters) — The American Citizen

This course focuses on developing the qualities of “civic mindedness” (i.e., concern for the common good and interest in sustaining democracy), “civic intelligence” (i.e., firm grounding in knowledge of the values, principles, and historical events which have shaped current society), and “civic enterprise” (i.e., willingness to pursue solutions and accept responsibility as citizens). The course is designed to help students gain knowledge of American government and of how to participate in it. Student service to the community is a component of the course.

Missouri Pattern 4**Elementary Social Studies: Kindergarten — Self/Family/Peoples**

Units are focused on family and peoples of the United States and world (then and now).

Elementary Social Studies: Grade 1 — Self and Others

Units are focused on rules, choices, change over brief time, our nation and other nations.

Elementary Social Studies: Grade 2 — People and Neighborhoods

Units are focused on human wants, decisions, change over years, land forms (continents/oceans), our nation and other nations.

Elementary Social Studies: Grade 3 — Community

Units are focused on types and purposes of communities, community governments, changing communities (then and now), and communities of our nation and other nations,

Elementary Social Studies: Grade 4 — U.S. Regions and Missouri History

Units are focused on the history, government, geography, and culture of Missouri with comparisons to other places in the United States and other nations.

Elementary Social Studies: Grade 5 — The United States and Its Neighbors

Units are focused on the geography of the United States, chronological U.S. history, citizenship and culture, as well as an introduction to Canada, Mexico, Central America, and South America.

Middle School Social Studies in Unified Studies: Grade 6 -Regions of the World

Unified Studies courses are interdisciplinary in that they combine social studies instruction with that of language arts. In this course students study societies, nations, resources, governments, international connections, and changes over time in regions of the world.

Middle School Social Studies in Unified Studies: Grade 7 — Early Civilizations and Introduction to World History

This course involves students in their first chronological and thematic introduction to world history.

Middle School Social Studies in Unified Studies: Grade 8 -United States History, Part 1

This course involves students in a study of the history of the United States from the period of settlement to the 1860s.

Senior High Social Studies: Grade 9 — United States History, Part 2

This course involves students in a study of the history of the United States beginning where they left off in Grade 8 and bringing their study up to the present.

Senior High Social Studies: Grade 10 — Western Civilization/Non-Western Area Studies

This course involves students in an in-depth study of topics in world history and in area studies of different cultural regions of the world (e.g., in Africa, Asia).

Senior High Social Studies: Grade 11 (1/2 credit) — Government

In this course students study the functions and processes of government. The course includes studies of the United States and Missouri Constitutions.

In the Pattern 4 program three units of social studies are required, although most students in the district actually elect social studies every year, grades 9-12. In grades 11 and 12, students may elect courses in the areas of American Studies (e.g., history, United States civilization); world studies (e.g., world issues, humanities); or social sciences (e.g., economics, geography, sociology, psychology). Courses require content-based reading, discussion, and writing, and students have many opportunities to apply the knowledge gained in social studies courses in district-sponsored extracurricular programs like mock trials, National Issue Forum discussions, Great Decision Program discussions, and community service projects.

Missouri Pattern 5

Kindergarten — Self, Home, School

Grade 1 — Families and Neighborhoods (in-depth study of family and school life)

Grade 2 — People and Neighborhoods (in-depth study of the local community)

Grade 3 — Communities (in-depth study of the local city)

Grade 4 -World Geographic Regions and State History (climate, culture, agriculture, industry, economic level, map and globe skills)

Grade 5 — United States — Geography and History

Students study the principles guiding the development of the United States; the cultures, ethnic and racial origins of the American people; and the contributions of individuals (political, social, economic, and cultural). They also study the geography and history of our neighbors, Canada and Mexico. Finally they study a consumer education unit.

Grade 6 -World Geography and Cultures

For major geographical regions in the Eastern hemisphere, students study historical developments, levels of economic development, and political and value systems of selected peoples and cultures. The course also engages students in study of the institutions and languages, technologies, and belief systems of nations, as well as the interdependence among nations.

Grade 7 — U.S. History: Discovery to 1900 (Approximately)

This course emphasizes social and economic history as well as the unique contributions of individuals to the U.S. heritage. In the course, students also study units in government/law-related education, where the focus is on how laws are made, interpreted, and enforced and on the rights and responsibilities of citizenship.

Grade 8 — U.S. History from 1900 to the Present

Students study the development of the United States as a world power, the contributions of individuals and groups to the nation's heritage, and how disputes are handled. Students also study units in government/law-related education focused on the responsibilities of citizenship, on democratic values, and on the roles of various government officials. Students also study units in economics focused on factors related to production of goods and services, on changes in the economy, and on personal economic decision making.

Grade 9 — Government/Civics/Economics

Students study three topics: (1) government/law-related education (role of law in society, legal rights and responsibilities, criminal and civil processes, checks and balances, etc.); (2) economics (factors of production, government functions in the economy decision making, consumer rights and responsibilities, career orientation, etc.); and (3) geography (map and globe skills, time zones and longitude, climate, social issues related to geographical variables, etc.). (Government studies consume one semester in accordance with Section 170.011, Revised Statutes of Missouri.)

Grade 10 — World History

This course engages students in study of the origins of major cultures and societies; of comparisons of economic, political, religious, and social systems; and of the contributions of many cultures to the collective wisdom of the human race.

Grade 11 — American History

This course involves students in study of the forces that have shaped and continue to shape political, economic, and social institutions in the United States; the impact of growing international involvements and of social reform movements; the diversity of the peoples that constitute the nation; and the contributions of people from various ethnic and racial origins.

Grade 12 — Electives

Elective options in grade 12 include courses in law, economics, Western Civilization, African-American humanities, contemporary issues, psychology, sociology, and social studies seminar.

THE NATIONAL PATTERNS

Following are two sequences that we call “national patterns,” because they were proposed by national organizations. Those patterns come from the Task Force on Scope and Sequence of the National Council for the Social Studies and the National Commission on Social Studies in the Schools. Of the two patterns, the Task Force pattern is most similar to a traditional pattern that has been used in many social studies programs in Missouri and other states. The National Commission pattern breaks with the more traditional one in that it engages students in in-depth studies of their communities in middle school years and in study of world history in high school with United States history built within the context of world history.

National Pattern 1: National Council for the Social Studies Task Force on Scope and Sequence

The first report of the National Council for the Social Task Force on Scope and Sequence was made in November 1983. The Task Force proposed a scope and sequence that reflects what has been common practice in social studies programs in many places for a long time. The National Council for the Social Studies has identified this scope and sequence as one of a small set they have endorsed. For the other ones, see *Social Studies Curriculum Planning Resources*, which is listed in “References and Other Resources” of this framework.

This sequence is organized as follows:

Kindergarten — Awareness of Self in a Social Setting

With the aim of helping students bridge from home life to group life in school, this course focuses on the school’s physical and social environment.

Grade 1 — The Individual in Primary Social Groups: Understanding School and Family Life

Units and studies focus on such topics as these:

- **Social roles, division of labor, and interdependence among members in family and school groups;**
- Functions of the family and variations in how families live in different settings;
- The need for rules and laws as a natural extension of orderly group life;
- The history of the students' families and of family life in earlier times;
- Family life in other cultures.

Grade 2 — Meeting Basic Needs in Nearby Social Groups: The Neighborhood

Units and studies focus on such topics as these:

- The neighborhood;
- How people in neighborhoods can live harmoniously and meet each other's needs;
- Functions of education, production, consumption, communication, and transportation **in neighborhood contexts;**
- **The** need for rules and laws;
- Geographic concepts relating to direction, physical features of landscapes, and neighborhoods in different contexts;
- Comparison of neighborhood life in other times to neighborhood life today.

Grade 3 — Sharing Earth Space with Others: The Community

Units and studies focus on such topics as these:

- The community in this and other settings;
- Functions of production, transportation, communication, distribution, and government in community contexts;
- The concepts of dependence and interdependence at local, national, and international levels;
- Interactions between people and their environments in community contexts;
- The history of the local community, including relevant social history and biographies of prominent local citizens.

Grade 4 — Human Life in Varied Environments: The Region

Units and studies focus on topics such as these:

- **Regions, i.e., areas on the Earth's surface that have some common defining characteristic (physical features, climate, agricultural production, industrial development, common culture, etc.);**
- **The adaptability of people to varied environments;**
- **Applications of map- and globe-reading skills;**
- **The histories of regions studied and of how places have changed over time;**
- **Applications of economic concepts such as resources, scarcity, exchange, and trade.**

Grade 5 — People of the Americas: The United States and Its Close Neighbors

Units and studies focus on topics such as these:

- The development of the United States as a nation in the Western Hemisphere, building an affective attachment to those principles upon which this nation was founded;
- The diverse origins of the American people;
- Specific individuals who have contributed to the political, social, economic, and cultural life of the nation;
- The geographies and histories of our close neighbors, Mexico and Canada.

Grade 6 — People and Cultures: Representative World Regions

Units and studies focus on topics such as these:

- Peoples and cultures of the Eastern and Western Hemispheres representative of different geographic regions, different levels of economic and historical development, and different political and value systems;
- Interdependencies among nations;
- Human lifeways focused on differences among languages, technologies, institutions, and belief systems.

Grade 7 — A Changing World of Many Nations: A Global View

Units and studies focus on topics such as these:

- Study of the world as an interconnected geographic system, emphasizing such geographic concepts as resource distribution and development, human habitation, spatial interaction, area differentiation, and global interdependence;
- Study of the history of regions;
- Study of the many interconnections that exist between places and people in the modern world, including cultural interconnections (arts, literature, communication, religion, music, and sports).

Grade 8 — Building a Strong and Free Nation: The United States

Units and studies focus on topics such as these:

- The epic of America;
- Social history and economic development of the United States, with emphasis on the history of ordinary people doing ordinary things in ordinary times (work, leisure, medicine, etc.);
- The unique contributions of the men and women who build the heritage we share;
- The role of the United States in global affairs.

Grade 9 — Systems That Make a Democratic Society Work: Law, Justice, and Economics

- **Law and justice systems (one semester);**
- **Economics (one semester);**
- Emphasis given to the concepts of social stability and social change and to the study of important issues that are meaningful to the lives of young adolescents.

Grade 10 — Origins of Major Cultures: A World History

Units and studies focus on such topics as these:

- The history of major cultures and societies of the contemporary world;
- Economic, political, religious, and social systems;
- Applications of skills and tools of historical analysis with concepts incorporated from other social science disciplines.

Grade 11 — The Maturing of America: United States History

Units and studies focus on such topics as these:

- History of the United States organized chronologically with special emphasis given to such topics as those that follow:
- Political, social, and economic forces;
- Changes in social and cultural values;
- Growing international involvements and commitments;
- Changes with regard to the arts and literature, social reform movements, civil rights, the labor movement, the role of government, and the diversity of ethnic and racial origins of the American people.

Grade 12 — Selection from Elective Courses

Courses may include the following:

- **Issues and Problems of Modern Society**
- **Introduction to Social Sciences**
- **The Arts in Human Societies**
- **Social Science Elective Courses**, such as Anthropology, Economics, Government, Psychology, or Sociology

National Pattern 2: National Commission on Social Studies in the Schools

In December 1985, through efforts of the National Council for the Social Studies and the American Historical Association, the National Commission on Social Studies in the Schools was formed. Shortly thereafter, the Carnegie Foundation for the Advancement of Teaching and the Organization of American Historians chose to join the commission. What follows are suggestions for scope and sequence the commission has recommended. This sequence, especially at the secondary level, is a pattern that is less traditional than that of the NCSS Task Force.

Grades K - 3

Units and studies should be built around such topics as the following:

- Analysis of pictures, film, and other resources to investigate the immediate environment and environments far away in time and space;
- The family and how rules for behavior and social interaction always exist even though they vary in different places;
- Communities near and far, past and present, and how they meet economic and safety needs;
- Stories and descriptions of different people living under a variety of geographic conditions, with a balance between today's United States and other times and places;
- Heroes and heroines, including common people, who "reflect the realities of the world"

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and the cultural landscape of our country” and who provide models for emulation and admiration;

- National and religious holidays;
- World geography incorporating mental models of the physical and social world; application of geographic skills; and the use of geographic concepts such as continents, nations, climate zones, and different levels of political regions.

All such studies should draw upon and extend learnings from other subjects studied and should engage students actively in their own learning, stimulating their imaginations and encouraging them to be creative.

Grades 4 - 6

By these grades students should be able to explore human time and space in a more systematic way. The courses to be taught in these years include United States history, world history, and geography.

United States history should explore the following, not as a broad survey, but as a study of topics in depth:

- U.S. civic tradition and political system, with emphasis given to the Declaration of Independence, the Constitution and Bill of Rights, where students are challenged to apply ideas from those documents to their studies and everyday experiences;
- Stories about Native Americans, early European explorers and settlers, the nation’s founders, later immigrants and pioneers, abolitionists, populists, suffragists, inventors, artists, business and labor leaders, and other political, economic, and cultural figures who will help students understand the diversity and historical complexity of the nation.

World history should explore the broader human experience in a selective manner, presenting a balanced picture of the variety of the human experience. Students should study how early civilizations throughout the world developed systems of beliefs about the nature of the world, about beauty, and about universal notions of right and wrong, and how these and other beliefs resulted in the laws, religions, languages, economic systems, communications, and technologies that have shaped the modern world. The studies should explore topics like the following, sampling different social, political, economic, and geographic settings in different eras:

- Paleolithic hunting and gathering;
- Neolithic villages;
- Early urban civilizations;
- The emergence of a worldwide industrial-commercial cosmopolitanism characteristic of much of the world in modern times;
- How humankind has expanded its capacity to transform the environment.

Separate studies in geography are recommended so that students can learn of the forces of physical geography and how they have had an impact on regional patterns of human land use, agricultural economic activity and the environment. In addition, students should explore political boundaries and place names and give some attention to economic activities that have altered or are altering the environment.

Grades 7 - 8

At this level the Commission recommends that special focus be given to developing the knowledge, skills, and ethical attitudes necessary for effective, active citizenship. Two courses are recommended, one focused on the local community, the other on a study of the nation.

The course on the local community should explore relationships between local communities and the state, nation, and broader world. Emphasis should be given to active hands-on observation of the community, with studies exploring ethnic relationships, religions, occupations and differences in responsibility by age and gender. The studies should include historical and geographic perspectives and should incorporate studies of local public issues, such as housing, sanitation, transportation, environmental pollution, and crime. Historical studies should include study of old buildings and their successive architectural styles to help students gain insight into how people in the area have made their livings, displayed their public idealism, and organized and lived in their private spaces. The historical studies should also include a study of the history of the students' own schools.

The course on the United States should focus on the economic and political development of the United States and the nation's changing socio-economic-political relationship with the rest of the world. This would be a time for a fuller study of the United States Constitution, along with study of how the courts work, as well as executive and legislative branches of government. This course would also provide opportunities to engage in comparative study of other political and economic systems in order to understand better that of the United States. Study of such topics should engage students in interdisciplinary studies -history, geography, economics, government, and the behavioral sciences.

In these courses, special attention should be given to the study of public policy questions at the local, national, and international level in order to reinforce the civic tradition in the United States and to understand overlapping roles, identities, and loyalties and students' connections to other citizens with whom they share their locality and nation.

Grades 9 - 12

The recommended focus for grades 9-12 includes a three-year world-United States history sequence in grades 9-11, followed by electives in grade 12 where all elective options focus on issues, citizenship skills, and civic decision making and participation. The electives suggested are in the areas of government, economics, anthropology, sociology, psychology, multi-disciplinary issues study, and community service. A unique — and controversial — feature of the recommendation is that United States history is incorporated in world history.

The suggested course breakdown for grades 9-11 is as follows:

Grade 9: World and American History and Geography to 1750. This course would focus on a study of civilizations, their dominant features, factors propelling change, and their interactions. Themes may include gender roles, technological innovation, evolution of social classes, environmental transformations, growth of bureaucracy, codification of law, and the structures of and types of governments. Serious study should be carried out of the major religions of the world, as well as of other enduring cultural achievements of the past, especially art, architecture, music, and literature. Special attention should be given to the impact of cultures upon one

another with major emphasis given to the impact of the changes resulting from the coming together of Eastern and Western Hemispheres resulting from the explorations of Christopher Columbus.

Grade 10: World and American History and Geography, 1750-1900. This course would explore the three transformations of modern times: the democratic revolution, the industrial and technological revolution, and the modern growth and mobility of population.

Grade 11: World and American History and Geography Since 1900. The theme recommended for this course is the study of how the three dominant themes of the 19th century have worked themselves out in the 20th.

CONCLUSION

The above national and Missouri patterns were presented to show that there are a variety of ways school districts could sequence their social studies programs. The Missouri Social Studies Framework Committee is confident that the Guiding Questions and Show-Me Standards could be adapted well to all of those patterns.

Readers are advised to examine this Framework's bibliography to find the names of sources that have proposed additional sequences for social studies programs.